A CHALLENGING BOOK to PRACTICE TEACHING in English

Sutanto Leo

A Challenging Book to Practice Teaching in English

Sutanto Leo

Penerbit ANDI Yogyakarta

A Challenging Book to Practice Teaching in English
Oleh: Sutanto Leo

Editor : Benedicta Rini W
Setting : Basuki
Desain Cover : Bowo
Korektor : Risa

Penerbit: C.V ANDI OFFSET (Penerbit ANDI)
Jl. Beo 38-40, Telp. (0274) 561881 (Hunting), Fax. (0274) 588282 Yogyakarta 55281

Percetakan: ANDI OFFSET
Jl. Beo 38-40, Telp. (0274) 561881 (Hunting), Fax. (0274) 588282 Yogyakarta 55281

Perpustakaan Nasional: Katalog dalam Terbitan (KDT)

Leo, Sutanto
A Challenging Book to Practice Teaching in English/ Sutanto Leo;
– **Ed. I .** – Yogyakarta: ANDI,
22 21 20 19 18 17 16 15 14 13
xii + 276 hlm.; 16 x 23 Cm.
10 9 8 7 6 5 4 3 2 1
ISBN: 978 – 979 – 29 – 3927 – 9
I. Judul
1. English – Study & Teaching
DDC'21 : 420.076

Acknowledgements

I would like to extent my sincere thanks to the following people, colleagues, institutions, and cited sources:

1. Prof. Dr. Chaedar Alwasilah for his willingness to review the manuscript of this book.
2. Director of STP Bandung for facilitating the writer to give a training on "Teaching in English for non-English lecturers".
3. The non-English lecturers of STP Bandung for attending the training and using the materials.
4. The Principal of Junior High School 5 (SMP 5) Bandung for inviting the writer to give a training on "Teaching in English for non-English Teachers".
5. The teachers of Junior High School 5(SMP 5) Bandung for attending "Teaching in English for non-English Teachers" training.
6. The English lecturers of STP Bandung for assisting the writer to try out the materials with several groups of lecturers.
7. Drs. Djoko Suyono, MSc., TEDQUAL (WTO) auditor for his willingness to review this book.
8. Prof. Dr. Azril Azahari for the inspiring quizzes.
9. Prof. Dr. Muchlas Samani for the training presentation at STP Bandung entitled "Menjadi Dosen Profesional" on 13 to 15 August 2008.
10. Dr. SP. Mursid for the training presentation at STP Bandung entitled "Penyusunan Kurikulum Berbasis Kompetensi" on 13 to 15 August 2008.

11. Mr. Gunadi, EE trainer for the anecdotes.
12. Pastor Victor Rembeth for the experience.
13. Mr Taufik from Jakarta for the funny story.
14. Matrian Feny and Aulia Latif, SIP semester three students of STP Bandung for the sample of feature article in Chapter 8.
15. Dessy Pertiwi, Fristy Kusumastuti and Indah Permata Dewi, students of STP Bandung for the sample of presentation outline in Chapter 8.
16. The cited sources that I can not mention one by one for the ideas, quotations, pictures, and photos. I do apologize for not being able to get direct permission for the document from the sources appropriately.

Preface

A Challenging Book to Practice Teaching in English has been designed to fulfill the needs of non-English teachers who have to or want to teach in English. The so called international curriculum based schools, world class institutions ,and international communities in non-English speaking countries demand to use English as an international medium of instruction. The problem is that non-English teachers, who do not posses English background, have no courage to speak, find difficulties to express their ideas, and are not confident of speaking.

There have been no guidebooks in the market that are suitable to overcome the problem of non-English teachers and to fulfill their needs in terms of gaining confidence of using English and theory relating to teaching. Biggs (2003) suggests that they are lacking in theories relating to teaching their discipline, not to their content discipline. In fact, they also have passive English as they very seldom use English for communication.

This book has been deeply thought to help non-English teachers activate their passive English and improve their teaching theory by focusing on: starting to use English, striving to better pronunciation, being aware of common mistakes, planning a lesson, garnishing a teaching presentation, giving project assignments, attempting to manage a better class, evaluating a teaching performance and developing a teaching profession.

The focused components above have been inspired by colleagues who strive to teach in English and several groups of participants both teachers and lecturers who have joined a 'Teaching in English for All Subject Teachers' Training. Their constructive feedback of the training has been accommodated and analyzed by the trainer, the writer of this book. He has responded to them by designing this course book and has tried out these materials with some other groups of teachers and lecturers.

I hope that this book will be inspiring and encouraging not only non-English teachers or lecturers to teach in English but also English teachers or lecturers to support and help their colleagues to practice teaching in English. However, no one is perfect and neither is this book. It is, therefore constructive criticism and feedback are very welcome to improve the future contents of this book. The writer's email address is sutanto.leo26@gmail.com.

Sutanto Leo

A teacher, writer, book writing trainer and publishing consultant

Table of Contents

chapter 1

Teaching in English has been done by English teachers or instructors in non-English speaking countries. Non-English teachers in Asian countries are also encouraged to teach in English. In Indonesia, the Minister of Culture And Education has officially launched an international program for both state and private schools since 2008. This program demands all subject teachers of "the international class group program" to teach in English. However, several schools in big cities have been running their teaching-learning process in English. In addition, there are also getting more tertiary level education that suggest their lecturers to teach in English. This chapter discusses what teaching is, old and current teaching practice, why teaching in English, and teacher's challenges.

What Teaching Is

Teaching stands for: Treat, Encourage, Activate, Coordinate, Heighten, Infuse, Nurture, and Guarantee.

Treat students as they are. We know that students have their own attitudes, personalities, social status, and backgrounds. However they have their rights to get appropriate similar treatment from the teachers. "Each of us can practice rights ourselves, treating each other without discrimination, respecting each other's dignity and rights," a quote inspired by Carol Bellamy.

Encourage them to learn. Encouragement is needed to make students brave, confident, and motivated to learn. The use of various learning activities is able to encourage students' greater interest and excitement to learn. "A word of encouragement during a failure is worth more than an hour of praise after success", inspired by No-name.

Activate their mind. In learning process, it is very important to ensure that students' mind is active. Active mind involves attitude (affective), knowledge (cognitive), and skill (psychomotor). Active learning has became a demand of current teaching method. "An active mind cannot exist in an inactive body," inspired by General George and S. Patton.

Coordinate their activities. Learning activities are coordinated to increase effectiveness of learning objectives," inspired by Walt Disney.

Heighten their curiosity. When students are curious about something to learn, they are eager to and interested in doing what to do. Difficult problems become their challenges to find the solutions. They do not feel bored because of their curiosity "The cure for boredom is curiosity. There is no cure for curiosity," inspired by Ellen Parr quotes.

Infuse them with optimism. Optimism brings positive impacts or energies and is able to change a hard problem to become a challenge. The challenge to test abilities in order to gain opportunities happens in everyday life and "An optimist sees the opportunity in every difficulty, a pessimist sees the difficulty in every opportunity," Sir Winston Churchill (1874-1965).

Nurture their ambition. Ambition is a strong desire for success. It is a must to nurture (encourage and develop) students' ambition to make it come true within the allocated learning period of time," inspired by Bill Bradley quotes.

Guarantee their success. Students decide to study at a certain institution because they know that they will be successful. However, they have to work hard by following the instructions of their teachers or instructors who know the way to success and who are able to guarantee their success. "There are no secrets to success. It is the result of preparation, hard work, and learning from failure," Inspired by Colin Powell.

Old and Current Teaching Practice

The most significant difference between old and current teaching practice is on the teaching-learning activity. Teacher-centered activity is the main characteristic of old teaching practice while student-centered activity has become the main demand of current teaching practice.

Old Teaching Practice

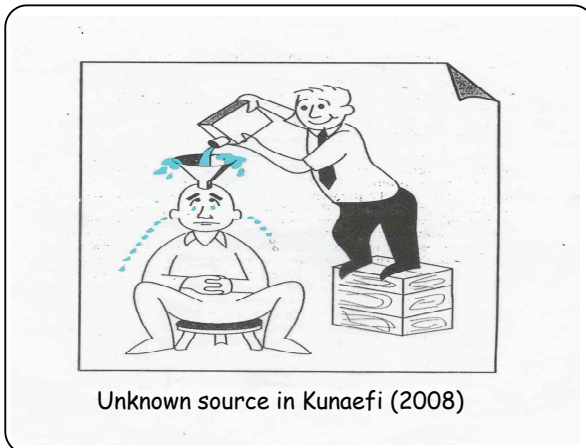
Some educators state that old teaching practice is much better than the current teaching practice but some others say on the other way round. Both of them have their judgments based on their own perceptions. Their perceptions can be true for some extent but the following characteristics are common practices in the past.

Teacher-centered activity is very dominant in the old teaching practice. The teacher is the centre of attention as he is the only main actor in the class. The teacher dominates the talk, time, and is more authoritative and active. However, his activity belongs to level learning activity, according to Biggs (2003), and is also called surface learning. In this activity Biggs (ibid) and Glasser (1988) mention that learners are involved in note-taking, seeing, hearing, and memorizing.

Teacher-centered activity is often called one way communication. The teacher is active in transferring his knowledge while students become passive and their potentialities are not well developed. They do not have enough opportunity and courage to express their ideas or opinion. Moreover their tests or examination papers also focus more on memorizing ideas such as true–false and multiple choice answers.

In the activity, teacher tries to transfer his knowledge. Learners tend to become recipients of knowledge being transferred. There is little attention or consideration whether the learners are able to accommodate the knowledge being poured. Harden and Crosby (2000: 335) describe teacher-centered learning strategies as the focus on the teacher transmitting knowledge, from the expert to the novice. The most important thing is that he is able to pour the whole knowledge for a certain period of time. Unluckily, much knowledge flows over out of learners' brain capacity.

Message 1.1

Unknown source in Kunaefi (2008)

As recipients, learners feel that there is a little personal contact with the teacher. The teacher is busy teaching and gives the learners very little opportunities to respond to and comment on what is being taught. Learners are ordered to sit

nicely and quietly. This makes them like statues that can not move and become passive, bored, or nervous. Malcolm Knowles in Burnard (1999) describes the traditional environment where in this 'so-called *educational* atmosphere, students become passive, apathetic, and bored'.

Teachers who are not creative tend to become slaves of books. They just follow what are in the books rigidly. Their goal is to finish the content of the book. They do not care whether the lesson is interesting or how far the learners can follow or understand them. Motivated and bright students will explore what they need by themselves but less motivated, not enthusiastic, and slow learners will feel frustrated and give up.

Passive learning, memory based-examinations, and non-creative activity which do not give students opportunities to express and develop their ideas, have made them difficult to express themselves both in spoken and written. When given writing assignments, they have serious problem and are not confident. As a result, there are getting more students, lecturers, and professors who tend to plagiarize and become serious plagiarists as stated in Pikiran Rakyat, 17, 18 April 2010; Kompas, 11 February 2010; *The Jakarta Post*, 17 February 2010; *The Jakarta Post*, 30 July 2009; and *The Jakarta Post*, 4 February 2008.

The other problem with passive students is that they do not have the courage to talk, ask, or discuss the lesson with the teachers or their classmates. Being passive also means that they do not feel involved in the learning process. This passive learning makes students become quiet. That is why Asian students tend to be quiet in a discussion because there is a proverb saying 'Silence is gold'. It is better not to speak rather than make a mistake or oneself shy.

Message 1.2

www.shutterstock.com/pic-2516446...sed.html

The learning environment and activities above bring the following negative impacts as stated by Dorothy Nolte in Leo (2008). Although her statements are for children but they are also effective for adult. The following six statements show negative impacts of learning environment and activities.

If a child lives with criticism, he learns to condemn.

If a child lives with hostility, he learns to fight.

If a child lives with pity, he learns to feel sorry for himself.

If a child lives with ridicule, he learns to be shy.

If a child lives with jealousy, he learns to hate.

If a child lives with shame, he learns to feel guilty.

Current Teaching Practice

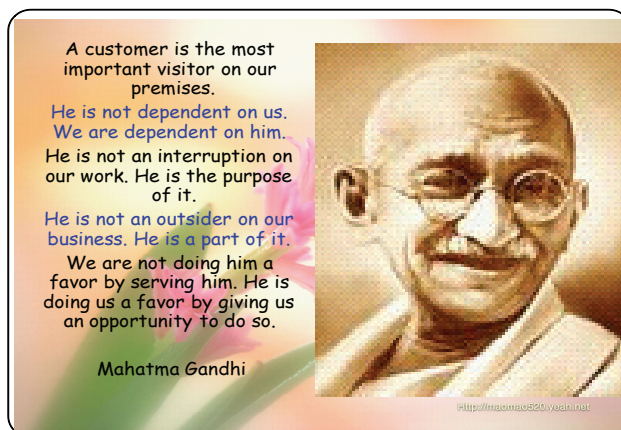
Student-centered has been claimed to be more developed in current teaching practice. However, a teacher needs to have clear understanding in order to be able to make learners get involved in deep learning activity. In this activity, learners do not only hear, see, note-take, memorize, describe, explain what they learn, and relate it to their own knowledge but also do and use what they learn and teach it to others, according to Glasser (1988), or apply and theorize, according to Biggs (2003). However, some teachers who claim themselves to be student's centered are actually still teacher's centered. Lea et al. (2003: 322) maintain that one of the issues with student-centered learning is the fact that '*many institutions or educators claim to be putting student-centered learning into practice, but in reality they are not'.*

To involve students in high learning activities, the teacher must be able to create interesting material to make learners interact both with the learning material and other learners in class. Interaction happens when there is learners' active involvement in learning process. Learners are happy and enthusiastic when they are involved because they feel that they are learning and doing at the same time. High learning activities, according to Lea et al. (2003: 322) includes the following principles: (a) '*the reliance on active rather than passive learning;* (b) *an emphasis on deep learning and understanding;* (c) *increased responsibility and accountability on the part of the student;* (d) *an increased sense of autonomy in the learner; (*e) *an interdependence between teacher and learner;* (f) *mutual respect within the learner teacher relationship,* and (g) *a reflexive approach to the teaching and learning process on the part of both teacher and learner.*'

Transformation of competence (knowledge, skill, and attitude) is another characteristic of current teaching practice. Learners are involved in realistic

activities to develop their competence. Ample time and opportunities are given to develop their potentialities and interest and to achieve learning objectives. The learning objectives are clearly designed and are achieved within the length of the course allocated. Special attention and assistance to achieve them are provided through individual, pair, or group guidance and consultation. Friendly and relaxed atmosphere is created either inside or outside class to support a better transformation.

To create friendly, relaxed, and humanistic learning environment, teachers treat their learners as their customers. Customers are just like kings who need to be happy, enjoy their stay, and satisfied with the services. They have their own privacy and self-esteem which need to be respected so that they want to come again. However, teachers also have the right to be respected as well.

Message 1.3

Current teaching learning activity is geared to make learners become independent, autonomous or self-learners through good relationship between teacher and learners.

This relationship environment encourages learners to gain confidence in learning and is gradually expected that they become self-directed or autonomous learners which should take place for all their lives. Life long education is not just a motto but has to happen to keep this planet in peace.

In the learner-centered activity, there is humanistic learning environment which brings the following positive impacts as mentioned by Dorothy Nolte in Leo (2008).

If a child lives with encouragement, he learns to be confident.

If a child lives with tolerance, he learns to be patient.

If a child lives with praise, he learns to appreciative.

If a child lives with acceptance, he learns to love.

If a child lives with approval, he learns to like himself.

If a child lives with recognition, he learns to have a goal.

If a child lives with sharing, he learns about generosity.

If a child lives with fairness, he learns justice.

If a child lives with honesty, he learns what the truth is.

If a child lives with security, he learns to have faith in himself.

If a child lives with friendliness, he learns that the world is a nice place to live in.

Why Teaching in English

In this era of modern technology and globalization, there is always urgent need to get in touch with people around the world. English is the international languages for communication. It has been used as a means of communication around the globe. In non-English speaking countries, teaching in English has also became a trend to keep up with international development of education.

Teachers, instructors, and students are able to gain international sources of information either directly from the source persons or media of communication and have more opportunities to follow the development of current information. It means they have better chances to develop themselves or to go deep into their interests and potentialities. Their minds are open to the world.

Those who are able to go international are individuals, who have international knowledge, skills, attitude, and who are able to speak an international language. No matter how good a person's competence is, without an international language he can not go international. That is why English as international language is suggested to be used as a means of instruction in order to make students able to communicate in English.

To gain international recognition including world class accreditation, it is a must for schools, universities, or institutions to communicate in English. English as an international language is used by international class organizations, including United Nations Organization (UNO), United Nations Educational, Scientific, and Cultural Organization (UNESCO), Tourism Education Quality (TEDQUAL) under World Tourism Organization (WTO), and other world class schools, universities,

and institutions. Direct oral communication and indirect written communication only happens among them by using international language.

Challenges

Are non-English teachers able to teach in English? Yes, they are. They need to be optimistic like what Obama often says: “Yes, we can.” Language is a habit. When they are able to learn and speak their mother tongues, they are also able to learn and speak English. It means if they are prepared or trained to speak English and make it as a habit in their daily life, they will get used to it.

When we start something new, it is common that we are not very confident of doing it. Confidence is only gained through a process, it does not come by itself spontaneously. Being shy, hard to express what we have in our mind, difficult to pronounce words, confused of choosing the right words or expressions and getting stuck in grammar or structure or running out of words, are experienced by every person who learns to speak English.

Another challenge for non-English teachers or even EFL teachers is that some of our students speak English better than them but not the subjects they teach. It is because those students have learned English better or have been staying in English speaking countries before. Teachers have to be able to take the benefit of it. Nothing is wrong when teachers want to learn to speak English with them or they can learn with their colleagues who teach English and whose English is good.

Message 1.4

The Republican photo by MARK M. MURRAY

Challenges are what makes life interesting; overcoming them is what makes life meaningful.

Joshua J. Marine

Learning is a life-time process. It is never late to start learning. Young learners tend to learn faster than adults but adults have better strategies than young learners. For example, when teachers or lecturers as parents who get opportunities or scholarships to study abroad and they bring their children with them, their children learn the language in the countries where the parents study much faster and better. Their children are even able to speak like native speakers.

Reluctant to learn and resistant to new changes are the most common attitude of senior teachers or instructors. They are reluctant because they think that it is not important or hard to learn something new. They are resistant because they believe that their knowledge, concept, or practice is still better than what they are going to learn or they think that the source persons are not better than them.

Resistance to change also happens when teachers or instructors already feel satisfied. They are satisfied because they think that they have done the best and have shown the best achievement. If their standard achievement or performance is acknowledged by other teachers, instructors, faculty members or institutions, it is great. However, the standard performance of resistant teachers or instructors is never exposed or recognized by others.

The other most common challenge is that teaching without preparation or lesson plan. How expert we are, without any preparation, we are not able to teach well. It happens to some teachers or instructors who do not want to update or revise their teaching materials due to repeated or routine lessons. However, knowledge develops and we have to update it according to the global development.

In conclusion, *A Challenging Book to Practice Teaching in English* is a challenge for us. It is expected that we are willing to do our best. We do not have to feel reluctant or shy to learn. Willingness and eagerness to learn to teach in English that should be shown to our students are the challenge for teachers and instructors to overcome.

Chapter 2

Starting to Use English

Many non-English teachers have passive English language. They understand when reading English books relating to their subject areas and when people speak English but they do not have courage to teach in English. They are not confident due to lack of using the language. To gain confidence, they must be encouraged to activate their passive English by starting to speak and use the language in the class or school environment. Speaking is just a habit. They will get used to it only when they use it in their daily activities. This chapter discusses using English before the lesson starts, during the lesson, and beyond the lesson.

Using English Before the Lesson Starts

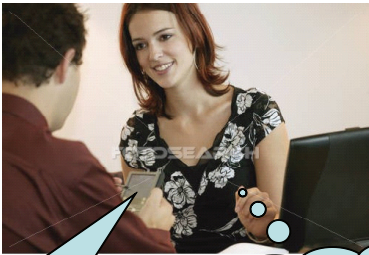
This part covers greetings, introduction, and doing a roll call.

Greeting

It has been our culture to welcome and greet everyone when we meet them. Greeting is very important to show that we want to welcome and be friendly to everyone in our daily life. A greeting is a way of being friendly to other people. It is also a way of being polite and starting a conversation. In most languages, greeting is usually followed by small talk. Small talk means the little things we talk about when we start a conversation.

Greeting and small talk are an important part of conversation in any languages. The way people greet each other and things they talk about, however, may be different from one language to another. This shows that there is much more to learn when we learn a language than just the vocabulary and the grammar of the language. We also have to learn the social behaviour of the people who speak it.

Study and practice the following examples.

At the office

Mr. Lee : Good morning, Ms. Maria.
Ms. Maria : Good morning, Mr. Lee.
Mr. Lee : How are you this morning?
Ms. Maria : Very well, thank you.
Mr. Lee : Did you have a nice weekend?
Ms. Maria : Yes, I did. I went jogging with my husband.
Mr. Lee : OK, good.
Ms. Maria : Thank you.

In the classroom

Teacher : Good morning, class. How are you today?
Students : Fine, Sir, thank you. And how are you?
Teacher : Good, thanks. How was your weekend?
Students : Excellent, Sir. (Andi answered)
Teacher : Where did you go, Andi?
Students : We went to Lembang to enjoy grilled corn with my friends.
Teacher : Oh, I see.

Greeting 2.1

Meeting a close friend

Yulita : Hi, Alin.

Alin : Hi.

Yulita : How are you?

Alin : Fine thanks, and you?

Yulita : Just fine, thank you.

Alin : How was your weekend?

Yulita : It was great. I went to Pataya beach with my family. We stayed a night there. We had a wonderful night. What did you do?

Alin : I had a walk downtown with some friends.

Yulita : Wow, fantastic.

Study the following expressions

Hi.

Hello.

Good morning.

Good afternoon class, students, or people.

Good evening everybody.

Good morning.

Good afternoon.

How are you?

How are you doing?

How's life?

How's everything with you?

How are you today?

How was your weekend?

Good, thanks.

Fine, thanks.

Very well, thanks.

Just fine, thank you.

Not bad, thank you.

I'm very well, thank you.